

# Kentucky Teacher

Two elementary teachers  
receive national honors

Pages 6 and 7



September 2005

News for the Nation's Most Innovative Educators

www.education.ky.gov

## Board proposes some limits for snacking during school day

By Cathy Lindsey

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Kentucky students soon may have limited opportunities to purchase snacks high in fat and sugar content during the school day. The change in the type of snacks offered in public schools is part of a proposed state regulation the Kentucky Board of Education approved at its August meeting.

A public hearing will be held on the proposed regulation on Sept. 23 at 11 a.m. in the State Board Room of the Capital Plaza Tower in Frankfort. Individuals interested in being heard at this meeting shall notify the Kentucky Department of Education in writing five working days prior to the hearing. (For more information about the hearing, go to [www.education.ky.gov](http://www.education.ky.gov) and enter "Legal and Legislative Services" in the keyword/search box and click.)

The proposed regulation must then receive legislative approval before it takes effect.

In an effort to curb childhood obesity in the state, the 2005 Kentucky General Assembly passed a school nutrition law mandating healthier choices in school cafeterias and vending machines.

The law also limits the sale of retail fast foods in elementary schools to one day a week and requires elementary schools to develop a daily physical activ-

ity plan for students.

In the proposed regulation, the Kentucky Department of Education developed minimum nutritional standards for food and beverages sold outside the National School Breakfast and National School Lunch programs. This includes items in vending machines, school stores, canteens or the a la carte line in cafeterias.

The proposed standards would stop the sale of certain beverages from 30 minutes after lunch to the end of the school day. Low-fat milk, 100 percent fruit juice and plain or flavored water that is non-carbonated and non-caloric would be permitted. The regulation would allow students access to drinks with caffeine.

Food items that have more than 30 percent calories from fat, 10 percent calories from saturated fat and/or 32 percent calories from sugar would no longer be available to students, according to the proposed regulation. Students would still be permitted to bring such items to school from home.

Teachers still would be permitted to give food items to students as classroom treats.

In a continued discussion of restructuring high schools, the board reviewed high school graduation requirements. The board considered the need to expand and strengthen those requirements to meet

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## KTLC '06 offers Kentucky educators 'Pathways to Proficiency'

The Kentucky Teaching and Learning Conference's reputation as the primary professional development event for Kentucky educators remains intact as the conference planning team gears up for KTLC '06. The three-day event, March 9-11, 2006, in Louisville, will offer meaningful and useful learning opportunities for teachers, principals, superintendents and other educators.

Sessions and workshops at the conference will address a wide range of topics and issues that have an impact on teaching and learning. National and state education experts will showcase best practices in schools.

Staff from the Kentucky Department of Education's Office of Teaching and Learning (formerly called the Office of Academic and Professional Development) will conduct several sessions around the refined Core Content for Assessment. There also will be sessions on the department's refo-

using secondary education initiative to showcase innovative middle and high school programs and to provide schools and districts with the information they need.

In response to a recent survey, the conference is adding more hands-on workshops and sessions to help educators integrate technology throughout the curriculum. Teachers who are effectively using technology in their classrooms will be sharing their strategies at the conference, said Thelma Whiteside, the conference coordinator.

Educators interested in sharing about their successful teaching practices are encouraged to submit a proposal to present at the conference. Each main presenter receives one complimentary conference registration.

The deadline for submitting a proposal to present at the conference has

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**Pathways  
to  
PROFICIENCY06**  
KENTUCKY TEACHING & LEARNING CONFERENCE



Photo by Rick McComb

### *Inspired to write and illustrate*

After reading "The Snowy Day," West Louisville Elementary (Daviess County) student Max Young tried his hand using techniques of author and illustrator Ezra Jack Keats to create his own story and to illustrate that story using a collage.

## Only the address has changed ...

You will notice a different look to the e-mail addresses for Kentucky Department of Education (KDE) employees in this issue of Kentucky Teacher. The department has upgraded its e-mail system, and all KDE e-mail addresses have changed.

E-mail addresses now are configured [firstname.lastname@education.ky.gov](mailto:firstname.lastname@education.ky.gov). The "old" e-mail addresses will continue to work until December 2006.

The department is piloting the upgrade for the entire Kentucky Educational Technology (KETS) e-mail system to improve access speed, junk-mail management and

virus protection.

The new e-mail service also will provide better, more user-friendly access to Outlook Web Access ("Webmail"). After the conversion is complete across the state, all KETS users will have access to their e-mail accounts from any computer anywhere in the world using this Web-based e-mail system.

"Overall the department's pilot project has been very successful," said Bill Heise, operations manager for the department's Customer Service Center for technology.

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# Bulletin Board



Photo by Rick McComb

## Conferences

### Think Inc.

High school teachers can participate in the Think Inc. conference, sponsored by the Kentucky Society of CPAs and the Kentucky Council on Economic Education, on Nov. 3 in Louisville. Participants will receive free resources to use in economics and business education curriculum at the daylong event.

Contact: Jenni Buckner, toll free at (800) 292-1754, [jbuckner@kycpa.org](mailto:jbuckner@kycpa.org)

### KYSPRA

The Kentucky School Public Relations Association will hold its annual fall summit Nov. 3-4 at Louisville's Marriott Downtown.

[www.kyspra.org/](http://www.kyspra.org/)

### Gifted convention

The National Association for Gifted Children has set Nov. 9-13 for its annual convention in Louisville. "Setting the Pace" is the theme.

[www.nagc.org](http://www.nagc.org)

### School social workers

Bipolar Disorder in Children and Adolescents is the featured presentation for the Kentucky Association for School Social Work's annual conference Sept. 30 at Spindletop Hall in Lexington.

[www.kassw-ky.org](http://www.kassw-ky.org)

### KASC

Both new and experienced council members can fulfill their training requirements at the Kentucky Association of School Councils' annual conference Sept. 12-13 in Louisville.

[www.kasc.net/conference.htm](http://www.kasc.net/conference.htm)

### History Teachers Association

Sept. 12 is the deadline to register for the 30th annual Kentucky Association of Teachers of History conference. The conference, "Thanks for the Memories: Examining Historical Perception," will be held Oct. 1 in Frankfort.

[www.kyhistoryteachers.org](http://www.kyhistoryteachers.org)

## Events

### School Safety Week

"Safe Schools Begin With Me" is the theme for Kentucky's School Safety Week, set for Oct. 16-22. Schools should design activities for the week to promote healthy choices and healthy lifestyles for Kentucky youth.

[www.kysafeschools.org/ssweek/safeschoolsweek.html](http://www.kysafeschools.org/ssweek/safeschoolsweek.html)

### American Character Week

Oct. 16-22 is American Character Week. Character Counts, the national sponsoring organization, provides online resources for teachers that include ideas for school activities and community service projects.

<http://j1staff2.hostcentric.com/cweek/index.php>

### Fulbright Program

The Fulbright Program arranges direct one-to-one classroom exchanges to more than 30 countries for elementary and secondary teachers, as well as two-year and four-year college educators. Administrators can participate in six-week shadowing experiences in nine countries. The application deadline is Oct. 15 for the 2006-2007 academic year.

[www.fulbrightexchanges.org/](http://www.fulbrightexchanges.org/)

### Legislators' Back-to-School Week

Members of the Kentucky General Assembly participate in the America's Legislators Back-to-School program by visiting Kentucky classrooms during the third week of September. State lawmakers share ideas, listen to concerns and help students better understand the legislative process and how it develops public policy. Lesson plans for grades 4-12 are available online from the National Conference of State Legislatures at [www.ncsl.org/public/backsch.htm](http://www.ncsl.org/public/backsch.htm).

For information about the event in Kentucky, contact the state coordinator, Sheila Mason, at the Legislative Research Commission, (502) 564-8100 or by e-mail at [sheila.mason@lrc.ky.gov](mailto:sheila.mason@lrc.ky.gov).

### Science exhibit

The Louisville Science Center will open "The World Around Us" on Sept. 4. The center's newest permanent exhibit explores natural and earth sciences. The center offers two other permanent exhibits, "The World We Create," which covers physical sciences and the material world, and "The World Within Us," which focuses on life science and health.

For teacher materials or to schedule a field trip, visit [www.louisville-science.org/](http://www.louisville-science.org/).

## Resources

### Melody program

The Melody program of the Mr. Holland's Opus Foundation provides musical instruments and instrument repairs to existing K-12 school music programs that have no other source of financing to purchase additional musical instruments and materials.

[www.mhopus.org/apply.htm](http://www.mhopus.org/apply.htm)

### Register for selective service

Federal law requires every 18-year-old male to register with the Selective Service System. Those who fail to do so may be ineligible for federal student loans and grants, student financial aid, federal job training, most federal and many state jobs, and U.S. citizenship (in the case of immigrants).

Students can register online at [www.sss.gov](http://www.sss.gov).

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# Commissioner's Comments

## State board shares sense of urgency about 2014 goals

By Gene Wilhoit

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This summer, members of the Kentucky Board of Education put all of us on notice. You see, the board believes no educator should make excuses for not closing the achievement gaps that exist between certain student populations in Kentucky public schools.

The board's sense of urgency to close the gaps and move all schools to proficiency was issued first in a letter from Board Chair Keith Travis and me in mid-July. The letter went to all superintendents, principals and local school board chairs.

At its August meeting, the board reiterated the goals it has set for Kentucky public schools and the importance of every school reaching those goals. The board spoke passionately — and at times with a loud voice — about its praise for those educators who have made tremendous gains in student learning and about its concern for those educators who might be tempted to ignore the goals, disregard offers of assistance from the department and generally refuse to be accountable for student achievement.

My column this month is a direct result of that very unique and poignant conversation with the board. My column serves as a very direct message to the adults in those schools and districts that aren't getting the job done for the children of Kentucky.

We are now 15 years into education reform. The Kentucky Board of Education is most serious about all public schools serving the needs of each individual student and assuring that all students will be working at the proficient level or beyond by 2014.

While this message goes out to educators in all 176 districts and all 1,265 schools, I certainly hope it is being received loud and clear by those who have not yet internalized a strong commitment to the children with whom they work. The board's message is clear: Kentucky public schools must provide a high-quality education to every student, every day.

After 15 years of reform, we know from our better schools and districts and from research that Kentucky schools have greater potential for getting students to high success. We know there are better ways to get things done. We know that certain practices will get our schools to proficiency, and certain practices will block our way.

We know that adults

in the schools making steady progress toward Kentucky's goals are not afraid to question their instructional practices and eliminate those practices that aren't working for their students. They have made remarkable changes for the better. Thank you for your courage and commitment.

We know those educators are not satisfied with providing an inferior education to their students. They are working to expose every student in their schools to a rigorous curriculum — even those who struggle and are not ready. They have high expectations for each student's success.

Are you and other members of your faculty living up — in practice — to the commitment of getting all students to proficiency or are you avoiding the tough issues? Your answer is a direct statement about what you are willing to do and what you are not willing to do.

Three words are guiding our work in the state's refocusing secondary education initiative. However, those three words — rigor, relevance and relationship — should be touchstones for all educators at all levels who are interested in challenging students and moving them to higher academic levels.

How can you institute changes to make every moment of the next nine school years count for your students? I encourage you to start conversations inside and between your middle and high schools

around these questions:

### Rigor

Kentucky educators must be very deliberate about what they are teaching students — intervening with students who are not ready and pushing those students who are ready to move on to the next level. We must provide individualized instruction.

**Do all children in your school have access to a rigorous curriculum?**

• **If not, what are you doing about it?**

• **How are you making the necessary changes to provide more rigor?**

**Do you have intervention strategies in place for those children who are not quite ready for a rigorous curriculum? Are you pushing those students ready to move on to other levels?**

• Are the interventions research-based? Do they show promise of success?

• Are teachers trained to use the interventions, and are they intervening for those children who need additional help?

• Is your school moving from putting all students in the same curriculum during the same time with the same expectations or is the faculty beginning to think about what it will take to move every student to a higher level? This means a shift from thinking about the time a student spends in the classroom to assisting each student in reaching a performance goal.

Are you depending on the Common-

wealth Accountability Testing System (CATS) assessments to make instructional decisions about students? CATS is the test used in Kentucky to measure school accountability. The best assessments and policies for making decisions about students are set at the school level.

• Do teachers have appropriate classroom assessments that really tell where students are before teachers begin instruction?

• Are those assessments aligned to Kentucky's Core Content for Assessment and the Program of Studies?

• Do you assess students on a regular basis? Do you record the results? Do you base instruction on what students show they know on these assessments?

• Do you use classroom assessments to help individualize instruction according to the needs of each student?

### Relevance

Relevance means engaging students in minds-on learning activities that allow them to apply knowledge and skills to real-world problem-solving activities and having them work with other students in problem-solving. It also means developing learning opportunities around what students perceive as the important issues they are going to face or that they see in the world.

Are teachers still lecturing about content without drawing a parallel to what it means to students or the world they face?

• How can you improve your instruction to better connect to student interests?

• Can you redesign your course to engage students in active learning?

• Can you bring people into your school to help you make the necessary instructional changes?

• Are you effectively using resources outside the school to enhance learning?

How well are teachers merging the curriculum so there are more meaningful patterns for learning? We don't just solve problems in isolated ways. Problems don't come to us as mathematics problems or history problems. Problems in life require us to integrate our knowledge to find solutions.

• How much of the curriculum pushes students to use skills learned in all content areas to solve problems?

• Are classes still locked into learning only mathematics, learning only science or learning only social studies and not making

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Photo by Rick McComb

### Addressing CATS enhancements

Education Commissioner Gene Wilhoit and Kentucky Board of Education member Hilma Prather of Somerset testify before a legislative committee about the state's Request for Proposals that will be used to determine the state's next testing contractor. The board has worked during the past year to institute changes that will enhance the Commonwealth Accountability Testing System (CATS).

# Kentucky teachers now have new online multimedia resource

Whether you're an elementary teacher planning a unit on desert biomes or a high school English teacher whose students are reading "The Red Badge of Courage," finding good instructional resources isn't always easy. A new, single online source can help you find hundreds of related instructional resources — full-length videos, brief video clips, digital photographs and clip art — to easily incorporate into your lessons.

Kentucky teachers have free access to KET EncycloMedia, a new Internet-based comprehensive learning service, for the 2005-2006 and 2006-2007 school years. The result of a partnership between Kentucky Educational Television (KET) and the Kentucky Department of Education, KET EncycloMedia offers teachers more than 4,000 videos, 40,000 video clips and thousands of digital images. All are searchable by keyword, content area, grade level and Kentucky's Academic Standards.

You and your students can use KET EncycloMedia in a variety of ways:

- to introduce a unit
- to visualize an unfamiliar place or concept



Teachers and students in Kentucky schools have free access to KET EncycloMedia, a new Internet-based comprehensive learning service, for the next two school years.

- to supplement independent or small group learning
- to create dynamic presentations

The service also offers a wealth of "teacher features" — a calendar with links to historical, cultural and scientific milestones

that occurred on the current day's date; a Quiz Center where you can download, modify, create and share quizzes; a site for creating and sharing lesson plans; and much more. All resources correlate to Kentucky's Academic Expectations, Core Content and Program

of Studies.

Kentucky Education Technology System (KETS) engineers in the education department distributed KET EncycloMedia pass codes to district technology coordinators and chief information officers at the start of this school year.

The pass codes allow teachers to set up their own user accounts, which can be accessed from home or school.

Once you establish an account, you have several options for learning how to incorporate KET EncycloMedia into your classroom. This user-friendly product includes a 30-minute online tutorial. For more in-depth training, you can participate in interactive WebX online seminars. When you complete one of these free, hour-long training sessions, you receive a certificate of completion that can be used to obtain professional development credit.

In addition, KET is sponsoring six regional "train-the-trainer" workshops for key district personnel throughout the state. If you have technical or curricular questions about using KET EncycloMedia, these individuals can help.

You also can ask for assistance from your KET regional education consultant. To find the name of your consultant, go to [www.ket.org/contact/contact10.htm](http://www.ket.org/contact/contact10.htm) or call KET toll free at (800) 432-0951.

To learn more about KET EncycloMedia and other KET school resources, visit the KET Education Web site at [www.ket.org/education](http://www.ket.org/education)

## Sponsoring historical groups has instructional benefits for teachers

The Kentucky Junior Historical Society (KJHS) is a statewide membership organization and club that encourages Kentucky students, grades K-12, to become active participants in the history of their communities, regions and state. However, KJHS can be an excellent instructional resource for teachers as well.

Teachers who sponsor student groups in their schools get opportunities to share ideas and resources that can be used during club meetings and in the classroom, according to Melissa Earnest, a former Caldwell County club sponsor. "I cannot tell you how many project ideas and

lesson plans I have used in my history classes from contacts that I have made through KJHS," Earnest said. "I honestly feel it has been a vital part of my personal and professional life these past few years ..."

KJHS membership dues are

only \$3 per student. Membership entitles students to free admission to state historic sites and subscriptions to the "Timeline" newsletter and a student magazine, "Kentucky Heritage."

In addition, member clubs can participate in statewide activities.

Regional rallies occur at historic sites around the state each fall, and an annual convention is held in Frankfort each spring. At the state convention, students showcase their work and compete with members from across the state in categories as diverse as art,

research papers, photography and media.

Educators interested in learning more about KJHS or who would like to start a club this school year can contact Annie Voelkert at (502) 564-1792 or e-mail at [Annie.Voelkert@ky.gov](mailto:Annie.Voelkert@ky.gov).



## Talk to Us!

*Kentucky Teacher* wants to know what you think, what you need from the Department of Education, what you want to see in future issues.

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Frankfort, KY 40601

## Teachers can participate in safe-schools training

Suicide prevention, methamphetamine awareness and effective youth programs are among the hot-button issues in school safety that will be discussed at the 11th annual Safe Schools — Successful Students Conference Sept. 19-20 at the Galt House East in Louisville. The conference is sponsored by the Kentucky Center for School Safety, the Kentucky School Boards Association and the Kentucky Educational Collaborative for State Agency Children.

This year's conference highlights best practices and current trends that emphasize the connection between a safe and healthy learning environment and positive outcomes such as decreased dropout rates, improved attendance and higher levels of academic achievement. Teachers also can attend presentations on transitioning students between key grade levels, new special-education-related issues and bullying prevention.

Noted author and motivational speaker Darrell "Coach" Andrews will kick off the conference. As the son of a high school dropout and a single mother on welfare, he knows personally about overcoming challenges, disappointments and setbacks. His training program consistently delivers results such as a 96 percent dropout prevention rate for the hardest-to-serve students.

Eric Wagner, director of the Florida International University Community-Based Intervention Research Group (CBIRG) and a nationally recognized expert on school-based substance abuse treatment, will speak at the plenary session. He will discuss what research reveals about the effectiveness of school-based interventions for substance abuse and related problems.

Rounding out the slate of pre-

senters is Jim Copple, a nationally recognized speaker and writer in the fields of education, substance abuse, and crime and violence prevention. Over the past decade, Copple has facilitated 14 statewide summits on methamphetamine prevention and enforcement, numerous summits on violence prevention, gun prevention and comprehensive planning on alcohol prevention among underage youth.

In addition to its annual conference, the Kentucky Center for School Safety offers free regional trainings and technical assistance to educators throughout the year. Training sessions are based on publications and resources that follow accepted practices for evidence-based research.

Among the regional training topics are effective schoolwide discipline models, effective emergency management plans that include the new federal school protocol, National Incident Management System, current drug issues and awareness, and child abuse awareness focusing on the legal responsibilities for reporting.

In addition, the center offers training by request on recurring issues such as bullying awareness and intervention; QPR (Question, Persuade, Refer), a suicide prevention model; and I-Safe, an Internet safety curriculum. The center also offers technical assistance to help educators maintain a safe, secure and healthy environment for students in elementary, middle and high schools, as well as alternative education programs.

For more information about the center's training programs or for conference information and registration, go to [www.kysafeschools.org](http://www.kysafeschools.org) or call Tamara Tatum or Kerri Schelling toll free at (800) 372-2962. Conference information also is available at [www.ksba.org](http://www.ksba.org).

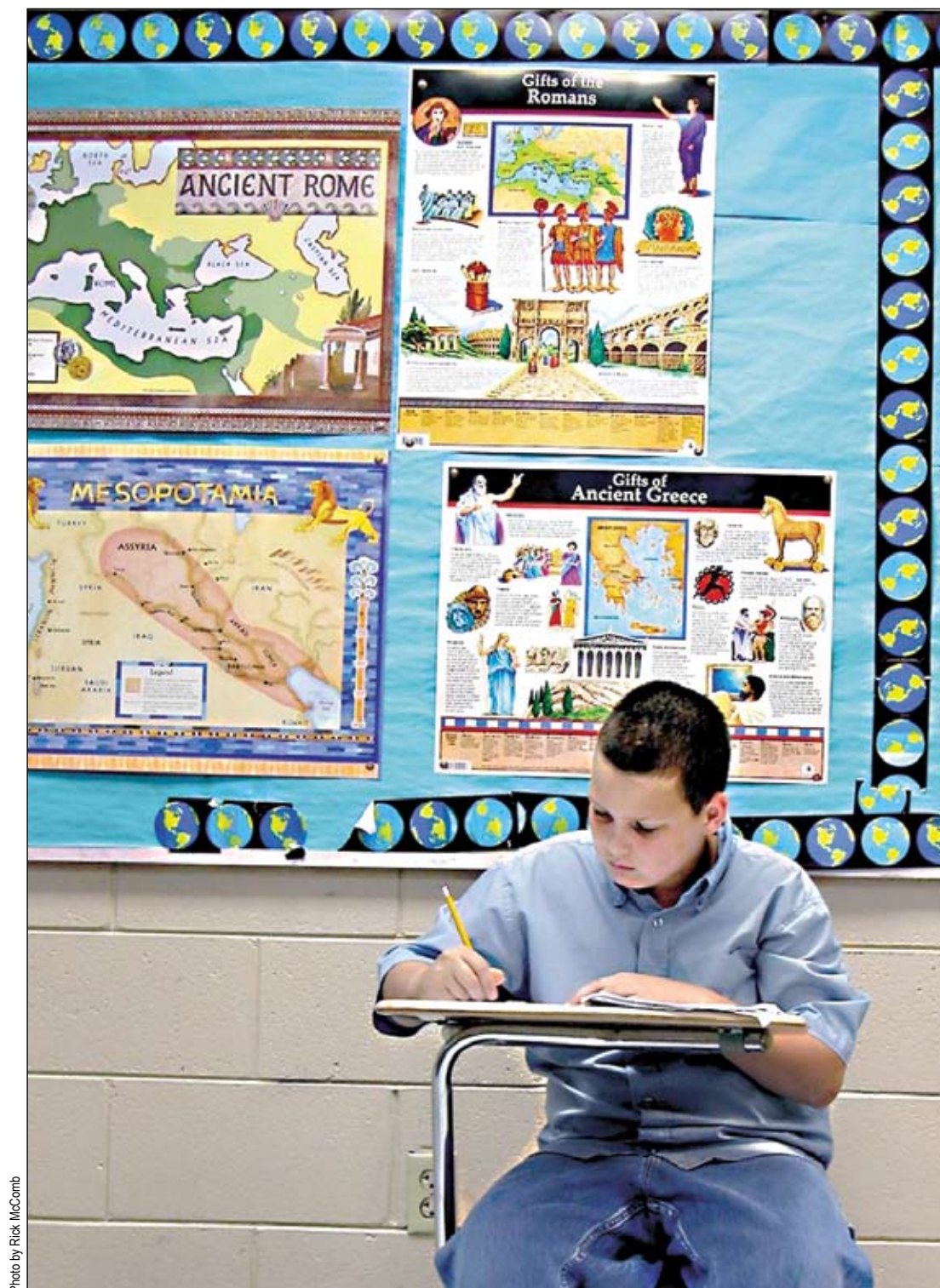


Photo by Rick McComb

### *In his own world*

Northern Pulaski Middle School student Jordan Miller stays focused on a research project for his sixth-grade science class while surrounded by maps, posters and information about ancient Greece and Rome.

## History Day offers hands-on approach to teaching history

Are you looking for a hands-on approach to teaching history? National History Day is a year-long education program that engages students in grades 6-12 in discovery and interpretation of historical topics.

As part of the program, individuals or groups of students research a topic around an annual theme, learning the skills and techniques of a historian. The program engages all kinds of learners and allows students to express what they have learned through creative performances, multimedia documentaries, research papers or three-dimensional exhibits.

National History Day (NHD) "...fits perfectly into Kentucky's Core Content and offers teachers the opportunity to

teach beyond books and videos. NHD allows real-world learning and research to occur in Kentucky's classrooms," said Melissa Singleton, a teacher at Rockcastle County Middle School. National History Day can easily work within a teacher's curriculum, if teaching about primary sources, interpretation of historical events and historical perspective.

Topics for projects are not limited to a specific time period or type of history. Students choose topics based on their interests. Topics may pertain to local, state, United States or world history.

Students utilize primary sources, secondary sources, artifacts and timelines. Doing their own research and analysis allows students to interpret history for themselves.

National History Day is a method of teaching history that allows students to do in-depth research on one topic, so that they take ownership of that topic. Becoming experts, students gain confidence in themselves and their work.

As part of the program, students compete in the junior division (grades 6-8) or the senior division (grades 9-12) at the district, state and national levels for cash prizes and scholarships. In Kentucky, there are five district competitions held in March and April.

Finalists from the district contests advance to the state contest during April in Frankfort. Finalists from the state contest are eligible to compete at the national contest held at the University of Maryland in June.

At the contests, historians, scholars and other professionals in the history field interview the students. The judges give positive written comments as well as constructive criticism about each research project. Students are encouraged to improve their work between district, state and national contests. The program develops students' life skills, as well as their research and writing skills, helping prepare them for high school and college.

The Kentucky Historical Society sponsors National History Day in Kentucky. For more information, contact Kate Hesseldenz at (502) 564-1792, Ext. 4477, [kate.hesseldenz@ky.gov](mailto:kate.hesseldenz@ky.gov), or visit [http://history.ky.gov/Teachers/National\\_History\\_Day.htm](http://history.ky.gov/Teachers/National_History_Day.htm) on the Internet.

# Teachers receive national honors for

## Chenoweth Elementary students encouraged to 'wonder why' about their environment

By Joy Barr

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Darleen Horton has created a classroom of science wonders to involve her students in learning at Chenoweth Elementary School in Jefferson County. She discovered that providing hands-on outdoor learning has improved the test scores and environmental awareness of her students.

The rigorous and challenging environment in which her K-5 students succeed is one reason Horton received the 2004 Presidential Award for Excellence in Mathematics and Science Teaching. The award is the nation's highest for science teaching.

Horton, the science lab teacher at Chenoweth, instructs 600 children — more than half of them considered at-risk. "So, obviously you have every reading level and you have to engage them in hands-on, inquiry-based learning in order to level the playing field," she says.

Horton's desire to teach began with an intense hunger to learn. "I literally grew up in a log cabin," she said. "Despite our poverty, my mother instilled in me a love of reading, but there was no library, no easy access to books. The outdoors was a natural library for me."

To this day, she says she gets "excited about tadpoles and dragonflies and rocks." Her students share that excitement.

In 2003, Horton started searching for money to develop an outdoor classroom at Chenoweth. She found money through programs at the U.S. Environmental Protection Agency and the Jefferson County Soil and Water Conservation District. With grants in hand, Horton transformed the space outside her classroom in two years.

The goal of the outdoor classroom was to provide Chenoweth students with educational experiences that would enhance and impact their quality of life and to create lifelong learners.

"I want to create an excitement in children about their world, motivate them to wonder and to ask, 'why,' and to instill a love of learning," said Horton.

"I use this setting to teach science across the curriculum. The hands-on inquiry-based science makes learning real and allows children to make connections that will hopefully carry them into a globally responsible adulthood," said Horton.

Today, Chenoweth's outdoor classroom includes a one-eighth mile walking trail, a

pond, seven gardens, two compost bins, a worm bed, a Kentucky geological map created from concrete, rocks and fossils, and a sculpture crafted by the students. There also are bird and bat houses and feeders.

There is a classroom seating area, constructed of logs and boulders, where the students can discuss and write about things they are learning. Indoors, the science laboratory center is home to a variety of animals, birds and amphibians.

Principal Penny Deatruck said, "Darleen has a passion for children to be touched by and interested in their environment. She wants children to understand how they can affect their environment."

Deatruck also stated that the greatest reward for the school's hard work has been improved science indices on the Commonwealth Accountability Testing System (CATS). In 2002, Chenoweth's science index on the state test was 64. Its science index jumped to 88 in 2003 and to 95 in 2004. Kentucky's goal is for every school to reach an overall academic index of 100 in all content areas by 2014.

"When learning is real, it stays with you," Horton said. "You own it."

In Horton's science classes, students work collaboratively in groups to investigate questions and to use higher-order thinking skills. They demonstrate their ability to connect prior learning to their new explorations.

They demonstrate and communicate their understanding to others using a variety of materials. They remain interested and engaged throughout lessons, she said.

The students communicate the findings of their investigations and organize the data in a way that would show learning.

Horton uses questions to give direction and focus to conversation and discussion. This strategy helps students develop problem-solving skills that stimulate and challenge them to higher-level thinking.

"It is certainly a privilege to be honored with the presidential award, but the greatest joy comes from the faces of my students. They challenge me every day to do my very best," said Horton.

Contact: Darleen Horton by telephone at (502) 485-8227 or send e-mail to dhorton1@jefferson.k12.ky.us

As part of an experiment in Darleen Horton's science class, Chenoweth student Dylan Kelly uses short puffs of breath to blow a bubble.



Photos by Rick McComb

Darleen Horton conducts a science experiment (Jefferson County).

## National excellence

The Presidential Award for Excellence in Science Teaching (PAEST) is a national honor. The Foundation, is the largest of its kind. Teachers who are recognized by their colleagues and are recognized for their excellence and mathematical achievement.

The award recognizes teachers who have made a significant contribution to America's legacy of science, mathematics, study and understanding. Teachers (grades K-12) and secondary teachers are honored for their achievement over a period of years.

Award recipient Darleen Horton, Science Foundation, administers the award. She travels expenses-paid trips to national events and professional development.

Later in the year, Horton will travel to Walt Disney World for the National Science Education Series program. She will visit theme parks to experience science and art.

Established by the National Science Foundation, the award program identifies outstanding teachers in all 50 states and the District of Columbia. Kentucky teachers who were among the 95 winners in 2004.

The 2006 Presidential Award for Excellence in Mathematics and Science Teaching will be awarded to private and parochial school teachers themselves. The 2006 award was announced in spring 2005.

For more information, visit [www.paemst.org](http://www.paemst.org).

# for mathematics and science teaching



periment using bubbles in the outdoor classroom at Chenoweth Elementary

## Presidential award honors excellence in teaching

l Award for Excellence in Mathematics and Science Teaching (PAEMST), sponsored by the National Science Foundation, is the nation's highest honor for teaching in these fields. Teachers who receive the award serve as models for their colleagues and among the leaders in the improvement of science education.

recognizes the contributions K-12 teachers make to the progress of progress by encouraging young people to understand mathematics and science. Elementary school teachers (K-6) receive the award in even-numbered years, and middle school teachers (7-12) receive the award in odd-numbered years.

Teachers receive a \$10,000 gift from the National Science Foundation, the independent federal agency that administers the awards program. They participate in an all-expenses-paid trip to Washington, D.C., for a week of celebratory and professional development activities.

Each year, the presidential award winners travel to Walt Disney World Resort in Florida for the Disney Youth Educators' Conference. The teachers go behind the scenes at the Magic Kingdom and explore science, leadership, history and culture.

Since 1983, the annual presidential award identifies outstanding mathematics and science teachers. In 2004, Cynthia Woods of Walker Elementary and Darleen Horton of Chenoweth Elementary were recognized in 2004.

Presidential Award nominations are currently open for mathematics and science teachers in grades K-6. Public, private and charter teachers can be nominated by anyone except the nominator. 2005 awards for teachers in grades 7-12 will be announced in 2006.

For more information on nominating a teacher, go to [www.nsf.gov/paemst](http://www.nsf.gov/paemst).

## Walker Elementary students gain skills in classroom rich in mathematical language

By Joy Barr

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"Where Learning Begins" is the message printed on the walls at Walker Elementary, an early primary school in Monticello. Kindergarten teacher Cynthia Woods' classroom is where many students learn beginning concepts that they will use throughout their lives.

"I try to instill a love of learning early in children," said Woods. "I strive to provide a classroom rich in mathematical language where thinking is encouraged, uniqueness is valued and exploration is supported." This inspiration and passion for teaching helped Woods attain a 2004 Presidential Award for Excellence in Mathematics and Science Teaching, the nation's highest honor in mathematics teaching.

Woods began her professional career as an accountant, but "soon got bored with it," she said. Her husband, mother and sister are all teachers. They influenced her new career choice by constantly telling her how interesting teaching was.

"They were right, although teaching is much harder than I expected — much more difficult than accounting," said Woods.

Fifteen years later, Woods is still teaching. She believes teaching is what she should have been doing all along. "It's so rewarding to watch your students learn and grow. I never anticipated that part," she said.

Woods is oftentimes the first teacher for many of her kindergartners. She helps them learn to love mathematics by linking their learning to the real world. "Kids need to understand why they need to learn things, and parents need to be involved. I use a lot of connections with home life," she said.

Woods has her kindergartners analyze collections of items, such as shells and erasers. They track the weather and plot their age changes on a graph. "Each time we have a birthday, the picture changes, and the students use this early form of data analysis to understand graph representations," she explained.

Kevin Jones nominated Woods for the presidential award. Jones also teaches in Wayne County schools and has had a daughter in Woods' classroom. "I don't think there is one specific reason why I nominated Cynthia — there are several," he said. "The most obvious reason was the emergence of all of these mathematics skills my daughter was bringing home and sharing. Sorting, graphing, counting, etc., all these new skills and my daughter was just taking off with it. As a parent, it is a joy to see your living and dining rooms transformed into a classroom every afternoon after school. My daughter was bringing all of these skills home and teaching them to her class of dolls and stuffed animals. I still tease Cynthia that she brainwashed my child and that she is destined to become a teacher."

Woods targets concepts in her classroom that are consistent with mathematics teaching standards. She formulated questions that her students can address with data and collection. The youngsters sort and classify objects according to

their attributes and use concrete objects, pictures and graphs.

Woods encourages her students to be active learners by allowing them to learn "by talking about what they are thinking," collaborating and sharing ideas.

"Cynthia personifies the qualities of an excellent teacher. Her talents and creativity — along with her tremendous energy and knowledge base — are incredible," said Winona Griggs, principal at the Wayne County school. "Woods brings a classroom to life with hands-on approaches integrated into every lesson to promote the learning and development of her entry-level students. She finds ways to creatively make learning fun with developmentally appropriate activities such as inquiry learning, role-play and self-expression through play. Students are excited each day as Cynthia challenges them using 'higher-order thinking questioning' to stimulate the desire to know more."

Woods selects tasks and resources that accommodate a wide range of abilities. She also uses strategies that capitalize on the different levels of her students' abilities and interests. She typically has about 24 students in the classroom. Many of her students participate in the free- and reduced-price lunch program.

"Cynthia has been instrumental in formulating curriculum, establishing reading and mathematics programs for children within our school, and making the school a special place where children want to be. She is a mentor to colleagues as they trust her insight and feel comfortable communicating with her," said Griggs.

Woods has been a resource teacher for several new teachers and shares her knowledge with them. She is on the school's instructional leadership team and works with the community to reduce the achievement gaps of students at the Wayne County school. She currently serves on the school based decision making council. "Simply, she is a leader," said Griggs.

Contact: Cynthia Woods by telephone at (606) 348-4251 or send e-mail to [cwoods@wayne.k12.ky.us](mailto:cwoods@wayne.k12.ky.us)



Cynthia Woods helps primary students Dwight Gregory and Morgan Mansfield work a mathematics problem using manipulatives at Walker Elementary (Wayne County).

# Mayfield Elementary finds way to involve parents and community in student learning through the arts

By Cathy Lindsey

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"Every child is an artist. The problem is how to remain an artist once he grows up." This dilemma caused Pablo Picasso concern some 70 years ago and remains a challenge today for artists and educators alike.

As the Kentucky Board of Education explores new ways to assess Arts and Humanities content, students at Mayfield Elementary in Madison County are taking advantage of the School-Community-Arts-Parents Partnership (SCAPP) program to make connections across the curriculum using the arts.

The SCAPP program, a project of the Kentucky Arts Council, provides funds to secure artists in residence to work with students. It also enables schools to form partnerships throughout the community that will work together to promote arts integration and arts programming in the school and community.

"We must show the students and the community that art has value," said Mayfield art teacher Sharla Davidson.

Art educators have long believed that learning through art cultivates self-expression, imagination and creativity, as well as critical-thinking and problem-solving skills.

"The arts are basic human communication tools," said Philip Shepherd, Kentucky Department of Education Arts and Humanities consultant. "They have been primary forms of communication from the beginning of the human experience."

Understanding and creating art also can teach students how to work together to achieve a goal, he added.

"This not only makes students better learners, but it also builds self-esteem," said Davidson, Mayfield Elementary art teacher. "You can really see the children in new ways."

By funding the SCAPP grant, the Kentucky Arts Council's main goal is to encourage making connections among parents, schools, community arts resources and artists.

"The result is that the artists can show teachers techniques for incorporating their arts into the classroom experience," said Shepherd. "Teachers also learn how to take advantage of community arts resources to enhance their instructional programs. This helps build confidence in teachers for using arts in their classrooms and connects the arts with learning other academic disciplines."

The SCAPP program is unique in that the initial application is not judged on the strength of the planned project or projects. Rather, it is judged

on the strength of the partnership and each partner's potential to contribute to its success.

The development of Mayfield's plan for this school year's program occurred during a summer planning session at the 4-H Leadership Center in Jabez. All of the partners — teachers, artists, parents and community sponsors — met to discuss how to involve the entire community in strengthening the arts program in the school and community.

"It's so important to have input from each member of the team," Davidson said. "They each bring different backgrounds and gifts."

The team discussed the importance of parent and community involvement. This could include parents learning arts with the students, providing opportunities for parents to meet the artists, seeking community volunteers and resources, and taking the program outside the school to help reach more people.

"Research shows that the quality of the educational experience is greatly enhanced when parents are involved in their children's education," Shepherd said. "The arts provide a natural avenue for parents to become more directly involved in the process of education."

In past years, Mayfield students have participated in a variety of arts projects. For example, students took photos at Fort Boonesborough and later painted from them to learn about foreground, middle ground and background. Local watercolor artist Pat Banks led mural painting seminars in the cafeteria while working on a scene from Fort Boonesborough.

For another schoolwide activity, students brought family heirlooms and told one another stories about the objects. Artist Jennifer Rose used the stories to write a cultural theater play that included folk dances and songs. Visual artist Alfredo Escobar and students created canvas backdrops for the play.

Parents and residents of the Richmond community have helped with other arts projects:

Merwyn Jackson, the leader of Madison Dulcimers, taught students two songs using dulcimer kits that were donated by members of the community.

Marsha Maupin, an employee of Resource Technologies, taught students to use software that allowed them to create an electronic portfolio showcasing their artwork.

Students performed an original play about Daniel Boone written by parent and drama club leader Lorri Moore.

Ron Yoder, Eastern Kentucky University Web administrator, led technology seminars for students and taught them to use animation software.

According to Davidson, the diversity of the art projects is helping to involve more students in the learning process.

"Different learning styles are addressed," she said. "Children really get involved because it is fun and interesting to them."

Davidson encourages more schools to explore new ways to bring the arts into all classrooms. "Reaching a child that's never been reached before is a huge benefit," she said. "You cannot negate a child who's shining."

For instructional materials focusing on integration of the arts across the curriculum, check out the ArtsEdge Web site at <http://artsedge.kennedy-center.org>.

For information about Mayfield Elementary's program, contact Sharla Davidson, (859) 624-4540, [davidsonsharla@bellsouth.net](mailto:davidsonsharla@bellsouth.net) or Philip Shepherd, (502) 564-2106, [philip.shepherd@education.ky.gov](mailto:philip.shepherd@education.ky.gov)

## Arts Council grants

The Kentucky Arts Council has a variety of grants to help bring the arts into schools and communities. The Council offers many professional development opportunities for teachers to learn how to incorporate the arts into their instruction. The summer Arts Academies, sponsored by The Kentucky Center in partnership with the Kentucky Department of Education, place teachers with artists just for this purpose, said Philip Shepherd, Kentucky Department of Education Arts and Humanities consultant.

Arts professional organizations, such as the Kentucky Music Educators Association, the Kentucky Art Educators Association, the Kentucky Theatre Association and the Kentucky Alliance for Arts Education, offer conferences that include sessions and workshops designed to help teachers learn to integrate the arts.

For more information about the Council's grants, go to <http://artscouncil.ky.gov/Education/aiehome.htm> on the Internet.



Photo by Rick McComb

Christie Lamb, a Richmond-area bank employee, makes a list of ideas about arts programming for this school year during a summer planning session attended by Mayfield Elementary teachers, parents and community/business partners.

# Most Kentucky public schools make adequate yearly progress

By Lisa Gross

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Nearly three-fourths, or 868, of Kentucky's public schools made Adequate Yearly Progress (AYP) under the requirements of the federal No Child Left Behind (NCLB) Act for the 2004-2005 school year. The Kentucky Department of Education released the data to schools and the general public in early August.

AYP results are based on the Kentucky Core Content Tests' (KCCT) items in reading and mathematics. Schools are required to have specific percentages of students reaching proficiency in reading and mathematics each year and to meet other criteria in order to make AYP.

The Kentucky Board of Education adopted the approach of establishing two, three-year plateaus of performance toward the goal of 100 percent proficiency by 2014. For 2004-2005, the reading and mathematics goals rose an average of nearly nine points. The reading and mathematics goals will remain at 2004-2005 levels through the 2006-2007 school year, then rise again in 2007-2008.

According to the data, 868 Kentucky public schools met 100 percent of their NCLB goals for AYP, while 304 schools did not. Of the 304 schools, 193 made 80 percent or more of their goals. Statewide, 64 percent, or 16, of the 25 target goals were met.

Schools and districts that are funded by the federal Title I program will be subject to federal consequences if they do not make AYP in the same content area in any subgroup for two or more consecutive years. The Title I program provides funds to ensure that disadvantaged children receive opportunities for high-quality educational services.

Statewide, 54 Title I schools are in Tier 1 of consequences; 69 Title I schools are in Tier 2; 4 Title I schools are in Tier 3 and 6 Title I schools are in Tier 4. Consequences for the tiers increase each consecutive year that a school does not make AYP. The consequences range from parent notification at Tier 1 to district oversight of Tier 4 schools.

In Kentucky, 856 of the 1,198 schools participating in the state's assessment and accountability system are funded by Title I. All but two of the state's 176 school districts receive some Title I funding. Anchorage Independent and Beechwood Independent did not receive Title I funding in 2004-2005. (NOTE: Because some schools are designated as "joint" schools for accountability purposes, the combined numbers of those making AYP and those not making AYP only reach 1,172.)

School districts also are held to the

requirements of AYP under the federal education law. Of Kentucky's 176 school districts, 76, or 43.2 percent, met 100 percent of their target goals. Overall, 141 of 176 districts met 80 percent or more of their goals. For NCLB requirements, school districts are gauged on the total student population. This can mean that, even if every school within a district makes AYP, the district may not make AYP because of the total size of subpopulations and their performance.

Signed into law in January 2002, NCLB requires states to provide information on schools' and districts' progress toward proficiency by 2014. Each state uses its own standards and assessments to make the annual determinations. Kentucky used data from the 2004 administration of the Commonwealth Accountability Testing System (CATS) to provide 2005 AYP information for its schools and districts.

AYP is the term used in the federal law to refer to the minimum improvement required of each school and district over the course of one year. It is reported at the school and district levels by:

- measuring growth in the percentage of students scoring proficient or above in reading and mathematics
- assessing improvement on the "other academic indicator"
- testing at least 95 percent of enrolled students and student subpopulations of sufficient size

NCLB mandates that schools and districts be held accountable for the progress of subgroups — minority students, low-income students, students with disabilities, students with limited-English proficiency (LEP) — in reading and mathematics testing in grades 3-8 and at least once in each subject in grades 10-12 and rates of participation in testing. Schools also are held accountable for other academic indicators — for elementary and middle schools, that indicator is the CATS accountability classification; for high schools, it is the graduation rate.

Each Kentucky school and district has a specific number of NCLB goals to meet in order to make AYP. Each grade level — elementary, middle, high and combined — has a unique Annual Measurable Objective for reading and mathematics that schools and districts must reach to achieve AYP.

Detailed information on the AYP status of each Kentucky public school and district is available at [www.education.ky.gov](http://www.education.ky.gov). Go to "KDE QuickLinks" in the upper right-hand of the page and select "NCLB Reports" from the list.



Photo by Rick McComb

## Recording her thoughts

Hawthorne Elementary upper-primary student Jamy Deamas composes an entry in her journal. Students at this Jefferson County Spanish immersion school write each day as part of the bilingual program.

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connections across the curriculum?

- How many teachers are working together to develop lessons and integrate what they are teaching so it does have more meaningful patterns?

### Relationship

I think every school has to break itself down so that adults are working with individual students and small groups of children over time around their goals, their ambitions, their learning styles and their curriculum to build strong, caring relationships with students and their parents.

Is your faculty organized in a way that allows adults to have conversations with students on a regular basis about their learning and career goals?

- Does your school still rely on the old structure of having one counselor for 500 students and asking that one adult to assume full responsibility for the social, emotional and the academic needs of all those children?

- How can educators, students and parents benefit from an advisor-advisee program in your school?

- How many conversations are teachers having with parents about academics and student career goals? Are they partners in making adjustments to each child's education?

- Are teachers, parents and students having relevant conversations around the Individual Graduation Plan?

- Are students exposed to career opportunities?

- Are students and parents really engaged in making decisions about students' futures? Do they have the information to make those decisions?

### Working together for success

I hope these questions give you a point of reference to your practice. I hope, also, that you will begin talking with other faculty members, leadership and administrators about what needs to be done to move students to proficiency and beyond.

A sense of urgency is appropriate as we get closer to 2014. Some schools need to take more aggressive positions or make more changes beyond what have been made thus far.

I make these suggestions and offer these guiding questions knowing that it's going to be a difficult activity for many Kentucky educators. Making changes will mean radically different behaviors on the part of many educators. However, the Department of Education staff and I stand ready to work with each school and district to provide support and resources to help schools accomplish the board's goals.

The question is not whether schools will work more aggressively to close gaps and get students to proficiency by 2014. The more productive conversation will be how can we work together to achieve the goal.

The best people to guide us in determining how this can be done are our teachers. I encourage you to let me — or any department staff member — know what's missing in the support system or resources that will move practice in these more promising directions.

We are here to listen, and we will respond to the guidance we get from you. I look forward to hearing from you by e-mail at [gene.wilhoit@education.ky.gov](mailto:gene.wilhoit@education.ky.gov).

## Changed your address? Let us know about it.

*Kentucky Teacher* receives mailing addresses for all active Kentucky certified classroom teachers and administrators from the Kentucky Teachers' Retirement System. If you are employed by a Kentucky public school, you can change your address or mailing information in one of two ways:

1. Complete a change of address form that can be downloaded from the retirement system's Web site at <http://ktrs.ky.gov/ktrsresources/MEMinfo/chgaddrnew.htm>.

2. Submit a written request that includes your old address, new address, Social Security number and signature.

Mail the form or written request to:  
Kentucky Teachers' Retirement System  
ATTN: Tammy Brown  
479 Versailles Rd.  
Frankfort, KY 40601

If you are not a current teacher or administrator, e-mail your change of address to [kyteacher@education.ky.gov](mailto:kyteacher@education.ky.gov) or send your change of address information in writing to:

*Kentucky Teacher*  
1914 Capital Plaza Tower  
500 Mero St.  
Frankfort, KY 40601

## BOARD from Page 1

strengthen those requirements to meet the expectations of today's postsecondary institutions and the workplace.

Staff from the Kentucky Department of Education will study graduation requirements in other states regarding the need for more rigor at the high school level such as requiring a mathematics credit every year. In the coming months, staff will make recommendations based on data collected.

After hearing a review of the department's activities and efforts to improve the achievement gap, the board indicated that it wasn't enough. The board directed staff to take more aggressive action to narrow the achievement gaps that still exist among these subpopulations of students.

The board has long been concerned about eliminating the achievement gap for all students including those with disabilities, limited English proficiency (LEP), economically disadvantaged, African American, males and state-agency children.

Also during the meeting, Wynn Long Radford III, president and co-owner of Higgins Insurance Agency in Hopkinsville received the sixth annual Joseph W. Kelly Award. Radford developed, implemented and funds the James White Scholars Program. The program matches community

volunteers with local minority students in Christian County. The volunteers provide assistance and mentoring as the students prepare for college admission.

The scholars program is named for James White, who graduated from University Heights Academy in Hopkinsville and Harvard University. White, who works as a recruiter for a college in Boston, also holds workshops for the program and serves as a motivator for local minority students.

The Joseph W. Kelly Award was created to honor Kelly, who chaired the Kentucky Board of Education from 1991 to 1998. Kelly's efforts and expertise were crucial to the development and implementation of Kentucky's school improvement efforts.

The state board presents the annual award to businesspeople who have offered outstanding leadership and service toward promoting school improvement and equitable educational opportunities for all Kentucky children.

The next meeting of the state board will be Oct. 5 and 6 in Frankfort. More information about the board is available at [www.education.ky.gov](http://www.education.ky.gov). Click on "KDE QuickLinks" in the upper right-hand corner. Scroll down to "State Board of Education" and click.

## KTLC from Page 1

been extended to Oct. 1. Teachers and administrators can access and submit an application to present online at [www.kentuckytlc.org](http://www.kentuckytlc.org).

The conference also serves as a convenient time for statewide groups to convene meetings. For example, the Instructional Support Network (ISN) members will meet during the conference. Throughout the year, ISN provides information, resources and tools to support the work of district administrators, especially in the areas of instructional leadership and

planning for professional development.

"I encourage Kentucky educators to make plans now to attend KTLC '06," Whiteside said. "Watch future issues of *Kentucky Teacher* to learn what's new and upcoming at KTLC. Check out the conference Web site at [www.kentuckytlc.org](http://www.kentuckytlc.org) for information about lodging, registration, sessions and workshops."

For more information, contact Thelma Whiteside toll free at (800) 533-5372 or [thelma.whiteside@education.ky.gov](mailto:thelma.whiteside@education.ky.gov).

## Department reorganizes to provide better service to schools and districts

On June 20, the Kentucky Department of Education was restructured to provide better and more focused service to Kentucky's schools and districts. The following is an updated list of the department's bureaus and offices, with a brief explanation of what each handles. You may contact any of these offices by calling (502) 564-4770.

**Office of the Commissioner** – Gene Wilhoit, commissioner

**Bureau of Operations and Support Services** – Kevin Noland, deputy commissioner

**Office of Communications** (Hunt C. Helm, associate commissioner) – Responsibilities: communications activities, including media relations, publications, the Web site, School Report Card and video/multimedia services

**Office of Education Technology** (David Couch, associate commissioner) – Responsibilities: network engineering, management, operations and services

**Office of Internal Administration and Support** (Robin Kinney, associate commissioner) – Responsibilities: internal administrative functions of the department (purchasing, human resources, etc.)

**Office of Legal and Legislative Services** (Kevin Noland, deputy commissioner) – Responsibilities: providing legal counsel to, and legislative liaison for, the department

**Bureau of Learning and Results Services** – Linda France, deputy commissioner

**Office of Assessment and Accountability** (Pamela Rogers, associate commissioner) – Responsibilities: assessment implementation, communications and support for data management

**Office of District Support Services** (Kyna Koch, associate commissioner) – Responsibilities: pupil transportation, facilities management, school finance, nutrition and health services, and data, data policy and research

**Office of Leadership and School Improvement** (Steven Schenck, associate commissioner) – Responsibilities: leadership and instructional support, scholastic assistance, and educator quality and diversity

**Office of Special Instructional Services** (Johnnie Grissom, associate commissioner) – Responsibilities: career and technical education, exceptional children services (including the Kentucky schools for the Blind and Deaf), and federal (title) programs

**Office of Teaching and Learning** (Starr Lewis, Associate Commissioner) – Responsibilities: all curricular issues, secondary and virtual learning and early childhood development

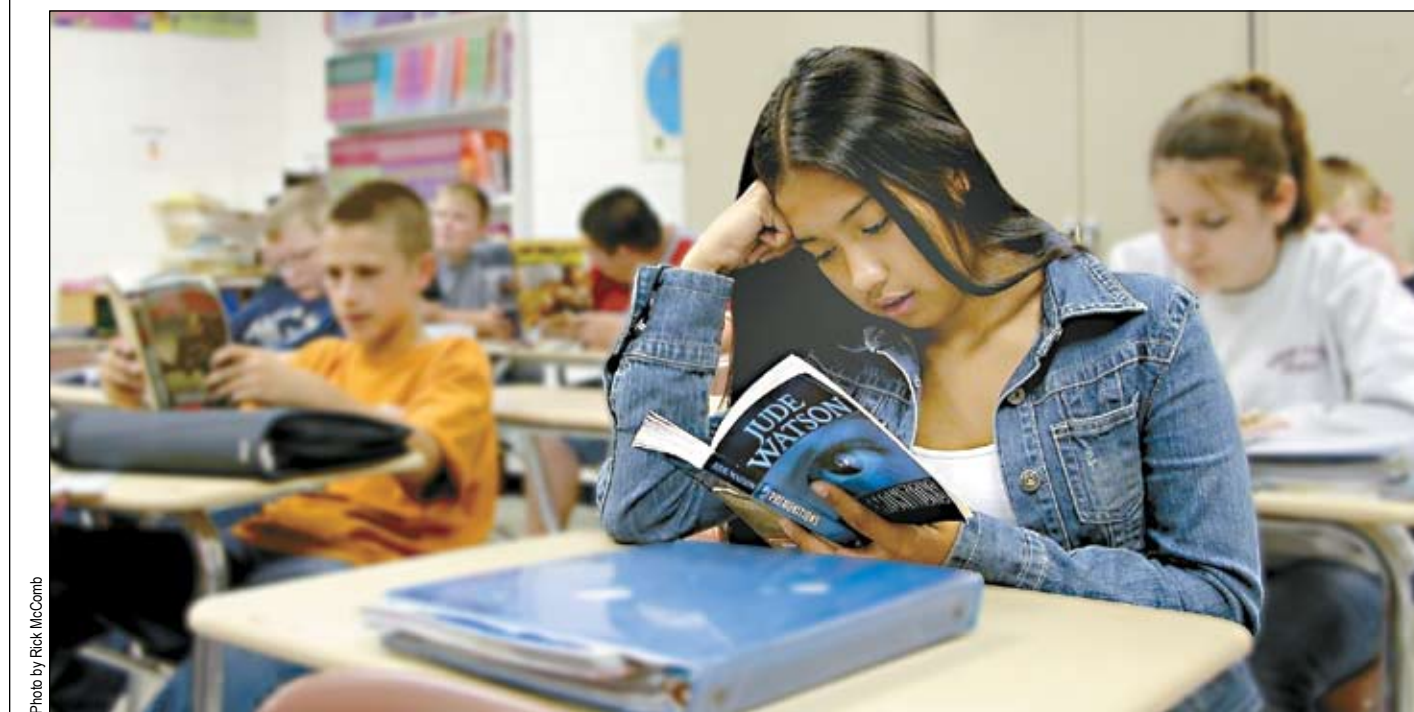


Photo by Rick McComb

### *Taking a reading break*

Mariah Justice and her classmates at Maurice Bowling Middle School (Owen County) take a break from their studies to read for recreation. Kentucky's goal is to have each student a proficient reader by 2014.

## ONLY from Page 1

"We've been able to resolve problems that will enhance installation of the new e-mail system in the districts."

Kentucky is the first education system in the nation to provide an e-mail upgrade of this magnitude, Heise added.

The upgrade of the e-mail system for schools and districts is scheduled to begin this September and continue through December 2006. The chief information officer/district technology coordinator and school technology coordinators are leading the upgrade work in each district. Members of the department's Office of Education Technology project team will be in each district to observe the changeover, Heise said.

Although the old e-mail addresses will be recognized for another 16 months, Heise advises district employees to update their personal contact lists and distribution lists that contain Department of Education e-mail addresses.

# Leadership Letter

Compiled by Joy Barr  
joy.barr@education.ky.gov

## Online administration certification available

The University of the Cumberlands offers administration certification online for principals, directors of special education, directors of pupil personnel, supervisors of instruction and superintendents. Students with a master's degree in an education field can become certified (Level 1) in as little as 18 hours.

For more information about the program, visit [www.cumberlandcollege.edu/elearn](http://www.cumberlandcollege.edu/elearn) or contact the Office of Adult and Extended Programs toll free at (800) 343-1609 or e-mail [elearn@cumberlandcollege.edu](mailto:elearn@cumberlandcollege.edu).

## Lottery revenue to fund scholarships

Beginning July 1, all Kentucky Lottery revenue will go directly to education — specifically to fund college scholarships. Students who meet financial criteria will get larger awards, and more students will receive both need-based and merit-based scholarships. Lottery officials say the scholarships will help keep the best students in Kentucky and help ensure that lower-income students can afford to go to college.

## Kentucky's 'outperforming' school districts named

Eighteen Kentucky school districts are among Standard & Poor's list of Outperforming School Districts. The report analyzed 171 of Kentucky's 176 public school districts in reading and mathematics proficiency for two consecutive years to determine which ones outperform districts with similar levels of poverty.

To be labeled an outperformer, a school district had to have a significantly higher percentage of students score proficient or above on state mathematics and reading tests compared to demographically similar districts.

The 18 districts are Bowling Green Independent, Daviess County, Fort Thomas Independent, Graves County, Hancock County, Johnson County, Marion County, Mason County, McLean County, Murray Independent, Oldham County, Owensboro Independent, Paducah Independent, Russell County, Walton-Verona Independent, Warren County, Williamsburg Independent and Wolfe County.

[www.schoolmatters.com](http://www.schoolmatters.com)

## Administrators receive 2005 KASA awards

Graves County School Superintendent Brady Link, Harrison County High School Principal Robert Barr and Martin Luther King Jr. Academy (Fayette County) Principal Mark Sellers received 2005 Administrator of the Year awards from the Kentucky Association of School Administrators (KASA) at its annual conference. The awards are given to school administrators who have demonstrated outstanding educational

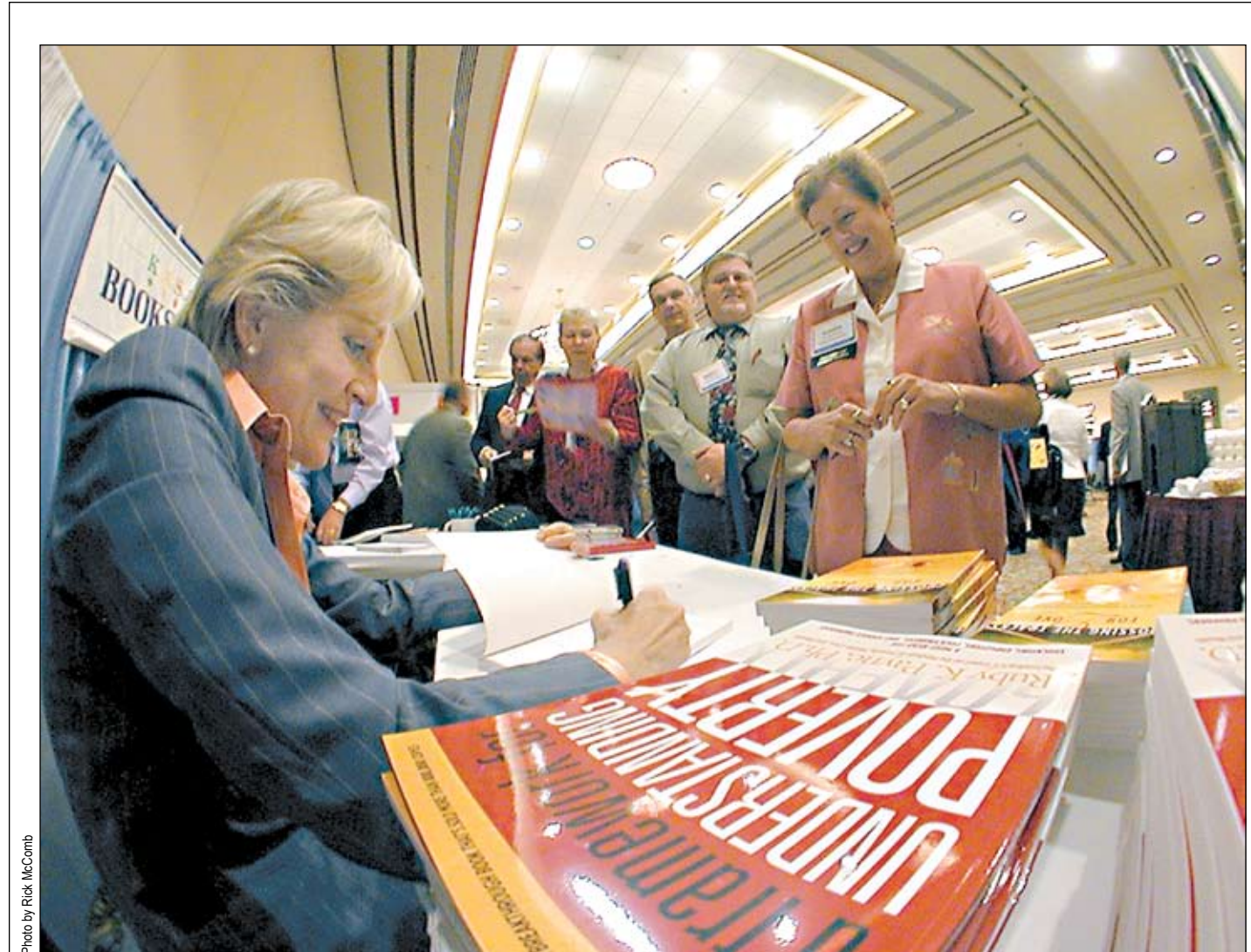


Photo by Rick McComb

## Fanfare for an author

Kentucky educators lined up in the exhibit area at the Kentucky Association of School Administrators' summer conference to get the autograph of professional educator and noted author Ruby Payne, left. Payne's book, "A Framework for Understanding Poverty," is widely used in Kentucky schools and districts to help teachers and administrators help students overcome barriers to learning.

leadership and contributed to the effectiveness of KASA.

## Ethics training in October

Ethics training for educators will be presented by Educational Development Associates Oct. 28-29 in Frankfort. This professional development program is designed to ensure participants gain a clear understanding of the basic ethical responsibilities defining best professional practice for Kentucky public school educators. For a registration brochure or more information, call (859) 572-5536.

## Efforts to 'beef up' history education

Legislation that would expand national testing in U.S. history was introduced in the U.S. Senate last spring. The American History Achievement Act, as the legislation is called, would budget \$14 million for 10 states to test eighth and 12th graders in history during 2006.

The legislation is designed to draw national attention to American students' lack of knowledge about their own country. National history and civics assessments show that most fourth graders cannot identify the opening passage of the Declaration of Independence and that most high school seniors cannot explain the checks-

and-balances theory behind the three branches of U.S. government.

"I think we are sadly failing our children, and have been for a long time," David McCullough, American historian and two-time Pulitzer Prize winning biographer of American presidents. "I think to bring test assessment of performance in the grade schools and high schools of public schools is long overdue."

If the legislation is enacted, testing

would be conducted under the auspices of the National Assessment of Educational Progress (NAEP), a federal test administered by the U.S. Department of Education.

The American History Achievement Act could be the second law in two years aimed at improving students' grasp of American history. A 2003 federal law allotted \$25 million to create summer academies for teachers and students of history and civics.



## Inside Kentucky Schools

A Kentucky Department of Education production

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For program information, visit:  
[www.education.ky.gov](http://www.education.ky.gov)



Photos by Rick McComb

Potatoes, batteries and wires give Tim Sears, a teacher at Anchorage School (Anchorage Independent), an opportunity to experiment with electricity during the summer Inquiry Summit in Louisville.

# Educators realize the value of a question

By Cathy Lindsey

cathy.lindsey@education.ky.gov

If you visited the Louisville Science Center this past summer and saw a room full of adults playing with rubber bands, magnets, sand and string, you probably assumed they were having way too much fun to be learning.

For a week, these 30 classroom teachers, Highly Skilled Educators and community educators from the Science Center and the Louisville Zoo, became serious students of inquiry-based learning. They studied the value of this teaching method that encourages students to explore their own natural interests in the content being presented.

"When students want to know the answers, they are more motivated and more likely to be successful learners," said Amy Lowen, director of education at the Science Center.

Inquiry is a hands-on method of learning. It encourages students to form questions, plan and conduct investigations to answer the questions, and then defend and communicate their conclusions to others. Educators can use this type of student exploration to deepen students' comprehension of material.

In order to get a better grasp on how inquiry-based learning works, educators at the Inquiry Summit became the students by exploring their own questions about magnetism. The educators performed various experiments to gain a first-hand view of what students would experience in the classroom for that particular lesson.

"I learned that inquiry builds focus,"

said Tara Hengartner, a seventh-grade teacher at Noe Middle School (Jefferson County). "It's going with what I need to do and what the students want to do."

Inquiry addresses the question, "How do you get students engaged in an activity?" by involving the students at every step — collection, discovery, re-collection, experiment and discussion.

Inquiry is designed to engage the learners to be critical observers. It is used to build good investigative practices. Students can predict and hypothesize various outcomes of experiments. It also can foster better communication skills because the students must share what they've learned with others.

"The Science Center is moving toward more inquiry here and in the classroom," said Science Center educator Jennifer Cross, "so that we can engage the visitors to be more curious not only about science, but also about things in the world around them."

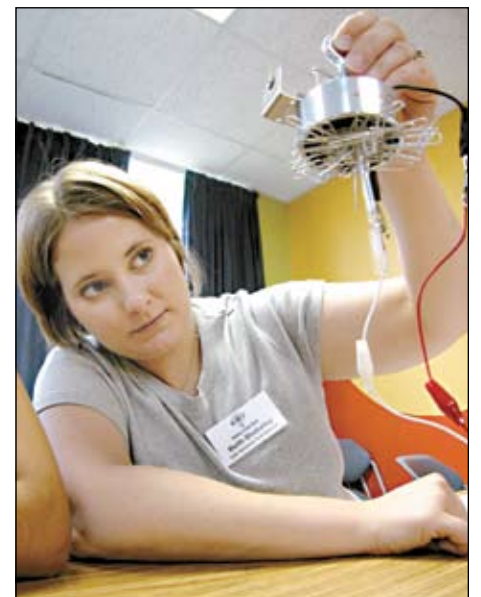
Highly Skilled Educator Robin Lipsey agrees. She believes that she needs inquiry-based learning in her toolkit to teach other teachers. "It gives both the student and the teacher the opportunity to get out of the textbook. Students can ask questions and perform hands-on experiments to get to the next step in all sub-

jects."

Science Center Education Director Amy Lowen believes the Inquiry Summit taught the educators the value of students' questions and their quest to answer those questions. As participants of the week-long event, each agreed to help create a network to further the practice of inquiry-based learning and make it an integral part of classroom instruction.

"Inquiry is a natural fit for young students," said Anchorage School (Anchorage Independent) early primary teacher Tina Kingsbury. "It only makes sense that we should key on the natural curiosities and instincts of young minds."

For more information about inquiry-based learning or to apply for the 2006 Louisville Inquiry Summit, contact Amy Lowen at (502) 560-7165 or amy.lowen@loukymetro.org.



Beth Blakeley, life science coordinator at the Louisville Science Center, works with other educators on a science experiment with magnets.

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